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ABSTRACT

Since the opening of Pima Community College (PCC), the occurrence of concurrent enrollment at the University of Arizona and PCC has become common. Of the 584 concurrent registrants in the fall 1976 class at PCC, 9.4% were freshmen, 24.3% sophomores, 22.6% juniors, 24.2% seniors, and 19.5% unclassified. The most frequently taken courses at PCC were general University requirements or general education requirements of specific disciplines. A number of possible reasons for this trend are examined in this study. Contributing factors may have been: more convenient scheduling, more frequent course offerings and the more convenient location of PCC. It is also suggested that many students may have chosen to take a course in which they felt they might do poorly at PCC and not have a poor grade affect their grade point average at the University. Class size did not appear to be a contributing factor, as class sizes were comparable, nor did student costs seem to be a primary reason. (AYC)

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Projected Reasons for Concurrent Enrollment at Pima Community College And the University of Arizona - Fall 1976-77

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July 3, 1978

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According to the current University of Arizona General Catalog, "A student enrolled at the University of Arizona will be permitted to enroll concurrently at another institution only with the approval of his or her academic dean."[1] Since the opening of Pima Community College the occurance of concurrent enrollment has become common.

A study done by the Office of Research and Study in Higher Education (UA) on concurrent registrants for the Fall 1973-74 semester concluded "that an appreciable number of non-residents have not yet taken advantage of the economics of registering for six or fewer units at each institution to avoid paying out-of-state tuition."[2] While the number of students avoiding out-of-state tuition increased from 1973 to 1976, the number is still not alarming. (This situation may change radically when the new tuition increase goes into effect for the fall of 1978.) Thus, money did not seem to be a factor for the students concurrently enrolled at Pima Community College and the University of Arizona for the fall semester 1976-77.

According to the study done by the Office of Research and Study in Higher Education, there were 584 undergraduate students concurrently enrolled in the fall of 1976. Table I gives a distribution of concurrent

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[1] General Catalog, University of Arizona, 1977-79, p. 25.

[2] "Concurrent Registrants At The University of Arizona And At Pima Community College - Fall Semester 1976-77," Office of Research & Study in Higher Education, University of Arizona, p. 2.

registrants by class (by classification used at the University of Arizona). For the purposes of this paper students have been omitted who were classified as graduate students.

TABLE I

Concurrent Registrants by Class - Fall 1976-77

CLASS	NUMBER	PERCENT
Freshmen	55	9.4%
Sophomores	142	24.3%
Juniors	132	22.6%
Seniors	141	24.2%
Unclassified	114	19.5%
	584	100.0%

As indicated by Table I, almost half of the concurrent registrants for the fall 1976 semester were classified juniors and seniors. Since the most common courses taken at Pima that semester are required as general University requirements or as specific requirements for one or more colleges within the University, it seems that many juniors and seniors are delaying some of their lower division requirements until the final two years.

Thinking that class size might be a factor prompting juniors and seniors to take required lower division courses at Pima, a comparison was done of average class size at each institution of the courses most frequently taken by University students at Pima College. The top fifteen

courses taken at Pima College by University of Arizona students during the fall 1976 semester were obtained from the previously mentioned study. Information on average class size of each course for that semester was obtained from the Registrar's Office at each institution. Table II shows this comparison.

Table II indicates that for nine of the fifteen courses average class size at the two institutions was nearly the same (differing at the most by ten students). Most significant differences will be noted between class size in College Algebra, Business Statistics I, College Physics I, Introduction to Sociology, Intermediate Algebra and Finite Mathematics. Of interest is the fact that the average class size for the Introduction to Psychology I course at Pima was ten students more than at the University. The University of Arizona schedule of hours for that semester indicates that students who enroll for Psychology 1a must enroll in a large lecture section as well as a discussion section. The larger class size at Pima may indicate that some University students prefer to take the course without the large two-hour lecture section, even though this means their "discussion" sessions (which meet for three hours per week rather than one) are somewhat larger. This difference in teaching method may also explain why some students prefer to take their math and/or business statistics course(s) at Pima.

Seeing that class size does not appear to be a major factor in concurrent enrollment, the number of sections offered and the variety of times each course was offered at both institutions were explored. Table III illustrates this comparison.

TABLE II

Top 15 Courses Taken at Pima College by UA Students, Fall 1976-77

Course Title	UA dept. & number	Avg. class size	PCC dept. & number	Avg. class size
English Comp. II	Engl 4	23	Wrt 102	22
College Algebra	Math 20	192*	Math 150	26
Math Analysis	Math 66	35	Math 175	26
Business Stat I	Mgmt 75a	49	Bus 205	22
Intro. Psychology I	Psyc 1a	25*	Psyc 100	35
Span., Intermed. I	Span 30	25	Spa 210	20
English Comp. I	Engl 2	22	Wrt 101	24
Man & the Arts I	Hum 50a	42	Hum 110	33
College Physics I	Phys 2a	192*	Phys 121	34
Intro. Sociology	Soc 1	73*	Soc 100	33
Span., Elem. I	Span 1	30	Spa 110	31
Intermed. Algebra	Math 11	122	Math 130	34
Man & the Arts II	Hum 50b	33	Hum 111	25
Span., Elem. II	Span 20	28	Spa 111	19
Finite Math	Math 65	42*	Math 170	30

*Lecture courses that have additional discussion sections in which students must enroll.

TABLE III

Top 15 Courses Taken at Pima College by UA Students, Fall 1976-77

Course Title	UA dept. & number	# of sec. offered	Time Periods Offered: morning	12:00-3:00	3:05-6:30	evening	# of diverse times given	PCC dept. & number	sections offered	Time Periods Offered: morning	12:00-3:00	3:05-6:30	evening	# of times given
Engl. Comp. II	Engl 4	44	17	14	9	4	19	Wrt 102	41	18	7	0	16	28
College Algebra	Math 20	8	3	3	2	0	8	Math 150	22	9	4	2	7	21
Math Analysis	Math 66	3	0	2	1	0	3	Math 175	4	1	1	0	2	4
Business Stat I	Mgt 75a	8	3	4	1	0	5	Bus 205	3	2	0	0	1	3
Intro. Psyc. I	Psyc 1a	68	60	0	0	8	37	Psyc 100	51	21	9	4	17	31
Span.,Intermed.I	Span 30	14	6	7	1	0	9	Spa 210	3	1	1	1	0	3
Engl. Comp. I	Engl 2	95	36	35	18	6	18	Wrt 101	99	39	20	10	30	36
Man & the Arts I	Hum 50a	17	6	8	2	1	13	Hum 110	35	12	10	6	7	19
College Physics I	Phys 2a	2	1	1	0	0	2	Phys 121	2	0	0	2	0	1
Intro. Sociology	Soc 1	6	5	1	0	0	6	Soc 100	36	12	8	2	14	29
Span., Elem. I	Span 1	17	8	6	2	1	11	Spa 110	11	7	1	1	2	10
Intermed. Algebra	Math 11	8	3	4	1	0	8	Math 130	21	10	4	1	6	17
Man & the Arts II	Hum 50b	7	3	2	1	1	7	Hum 111	16	5	5	2	4	14
Span., Elem. II	Span 20	11	5	5	1	0	9	Spa 111	5	4	0	0	1	4
Finite Math	Math 65	3	1	1	0	1	3	Math 170	4	1	2	1	0	4

For nine of the fifteen courses, Pima offered more sections at a wider variety of times. Even though the University offered more sections of Introduction to Psychology I and English Composition II, the courses were being offered at a wider variety of times by Pima. With the exception of College Physics I, both institutions offered at least one section of each course in the late afternoon (4 p.m.) or evening. As might be expected, Pima usually offered more sections during this time period than did the University.

This variety of courses offered in the late afternoon and evening may be the attraction for juniors and seniors who take courses at Pima. Since courses for majors and other upper division courses are usually not offered as frequently as lower division courses, this may present a problem for students who, for one reason or another (transfer from another institution, change or program), find it necessary to take lower division courses in their final two years. Having a community college that offers these courses in the late afternoon and evening may make it possible for some students to complete their degree on schedule when they may not have been able to otherwise.

The courses under discussion were offered by the University only on the main campus. The courses were offered by Pima at a variety of locations. This could be an advantage for the student who works and for reasons of time or economy could not take all his/her courses on the University campus.

Using data from the study "Concurrent Registrants at the University of Arizona and at Pima Community College - Fall Semester 1976-77," it was determined that 10.1% or 59 students were enrolled in a total of more than eighteen units at both institutions. Eighteen units is considered the maximum number which should be taken in one semester by a student in most colleges at the University of Arizona. When Pima College first opened, there was some concern on the part of University officials that students would over-extend themselves taking courses at both institutions. If 10.1% is representative per semester, there seems to be no great cause for concern.

Of the students concurrently enrolled for the fall 1976 semester, 70 of them (12%) had cumulative grade point averages at the University below 2.0000. One half of these students were juniors and seniors. This may indicate that some students see the community college as a place to take their lower division (and unrelated, they may feel) coursework without penalty of poor grades, while trying to raise their average at the University by taking courses in their major area of interest.

In conclusion it can be said that the University of Arizona students concurrently enroll at Pima Community College for a variety of reasons. At this time, cost and class size do not seem to be primary reasons. Scheduling and location may be more important reasons for concurrent enrollment. Not to be overlooked is the possible reason that students know they can take a course, in which they feel they may do poorly, at Pima and not have a poor grade affect their grade point average at the

University (since grades do not transfer).

These projected reasons for concurrent enrollment seem to indicate another role for the community college. This role is different from the traditional transfer function of the student completing the lower division coursework at the community college before transferring to a four-year college or university. In areas that have both a community college and a university (or four-year college), the community college can be considered supplemental to the university in that it (the community college) can offer courses at times and in places the university cannot. These courses are those that can be transferred to the university for degree credit. The community college can also offer an alternative teaching style for students who may not benefit by the large-scale techniques frequently employed by universities. This supplementary role of community colleges to universities is important because this increases the feasibility of postsecondary education for many students.

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